

POLICY STATEMENT: GIFTED AND TALENTED PUPILS

The Ridings High School

Date of Policy: November 2002

Member of staff responsible for equal opportunities for Gifted and Talented Pupils: Mrs Bateman

Date of Review:

1. INTRODUCTION

The Ridings High School is committed to raising the standards of attainment of all pupils. Our vision statement to 'Maximise Potential Through Partnership' is fundamental to all that we strive to achieve and is implicit in all that we do as a school community. In this context the particular **needs** of the 'gifted and talented' have to be addressed to ensure that their 'potential' is truly fulfilled. Through the school's system of monitoring and evaluation of data a cohort of able students can be identified. It is important to note that many of the needs of the more able are the same as those of other pupils:

- Social/spiritual/moral climate;
- A broad and balanced curriculum;
- Home-school partnership;
- Positive reinforcement;
- High expectations;
- Good assessment;
- Planning;
- Differentiation;
- Monitoring.

2. AIMS

In conjunction with the overall school aims:

- To enable all students to realise their individual talents to the full;
- To prepare all students for the changing demands of future adult life;
- To encourage a view of education as an enjoyable, life long process.

We aim to provide gifted and talented pupils with:

- An appropriate education to which they are entitled;
- Work at higher cognitive levels;
- Opportunities to develop through enrichment and extension activities both within the class and in extra curricular activities;
- A concern for the whole child, socially and intellectually.

3. DEFINITIONS

What does Gifted and talented mean?

There are many definitions of gifted and talented:

- 'gifted' pupils as those who have outstanding abilities in one or more subjects in the statutory school curriculum other than art, music and PE, i.e. academic ability;
- 'talented' pupils as those who have particular abilities in art, music, PE, or in sports or performing arts such as dance and drama.

Therefore the pupil who is an all-rounder is 'gifted and talented'. Gifted and talented pupils work at the top 5 to 10 per cent of pupils in any school. The Ridings High School's partner primary schools have agreed the following common definition of able and talented pupils.

Able pupils are those working at a minimum of one level above the national average for their peer group in one or more subjects in the statutory school curriculum other than art and design, music and PE. Within this group there are pupils who can be defined as "exceptionally able". These pupils are deemed to be working at two levels above the national average in these subjects.

Talented pupils are those who have abilities in art and design, music, PE or in sports or performing arts such as dance and drama.

4. IDENTIFICATION

A gifted and talented pupil cohort comprising 5-10 per cent of pupils within each year group with KS3, KS4 and Post 16 will be identified. These will be pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group in their school.

The proportion within the cohort who are gifted, talented, or all rounders will vary but those with academic ability, including all-rounders, should form at least two thirds of the cohort in each year group.

The identification of the cohort will be rigorous, transparent, and will be flexible to cater for pupils who join the school part way through their secondary career or are late developers

The cohort will be identified in the Autumn Term by considering:

a) Quantitative data

- National curriculum assessment (tests and teacher assessments)
- Standardised ability tests (CATS)
- Music, art and sporting assessments

b) Qualitative Information

- Teacher assessment and nomination
- Pupil observation
- Work sampling

In addition, liaison with feeder primary schools that will have already identified some pupils as gifted and talented will be utilised.

Where appropriate, consultation with students and parents/guardians will be used to assist with the identification process.

5. PROVISION

a) School Level

Opportunities for extension and enrichment will be built into all faculty and departmental schemes of work and will be outlined in their individual policies. It is our aim to:

- Create an ethos where 'it is acceptable to be bright';
- Encourage all pupils to become 'independent learners';
- Be aware of the effects of ethnicity, gender and social circumstances on learning and high achievement.

b) In the Classroom

We understand the importance of establishing what prior knowledge, understanding and skills pupils have, so as to avoid unnecessary repetition or work which is extremely demotivating. We are aware that, especially in the older age group, there can be peer pressure to under-achieve. We endeavour to combat this attitude whilst being sensitive to the need of many pupils to conform. We are alert for the 'bright but lazy' pupil who could achieve excellent results if motivated and challenged. For **all** pupils, lack of motivation and challenge may lead to boredom and the possibility of behavioural problems. Finally, we should be alert to the risks of assuming that more able pupils are easier to teach than others. The following strategies are employed where appropriate:

- Varied and flexible pupil groupings, sometimes allowing able pupils to work together, sometimes allowing them to take particular roles in mixed ability groups, see grouping rationale in Faculty and Department handbooks);
- Differentiation by task (including differentiated homework), outcome, resource, support and response;
- Setting individual targets;
- Opportunities to enter additional examinations.

And most importantly:

- Encouraging all pupils to become 'independent learners'
 - Organising their own work;
 - Carrying out unaided tasks which stretch their capabilities;
 - Making choices about their work;
 - Developing the ability to evaluate their work and to become self-critical.

Pupils' abilities should be recognised and valued as appreciation of their achievements makes an important contribution to their development.

c) Out of the classroom

We aim to provide opportunities for all students including the gifted and talented:

- Attendance at South Gloucestershire Gifted and Talented Summer Schools;
- A wide range of extra curricular activities and clubs e.g. TAPS, Debating Groups;
- Enrichment weekends and residential trips e.g. languages courses at Kilve Court;
- Where possible, collaboration with outside agencies for training and provision, for example links with higher education, nominating pupils for representative sports teams, use of professional performing arts groups, peripatetic music lessons.

In conclusion able students need:

- The opportunity to work at an increased pace;
- To operate from their own appropriate starting point;
- To require less practice at tasks, not more;
- Less detailed instructions;
- More independence of study;
- A reduced number of steps in a process;
- Open ended situations;
- Abstract tasks;
- To have the opportunity to fail;
- A wide variety of opportunities to be treated in a way appropriate to age and maturation whatever the intellectual level reached;
- One to one contact with teachers;
- Creative opportunities;
- Programmes for their own benefit;
- Space to experiment;
- Appropriate question and answer sessions;
- Contact with peers and/or adults of similar interests and capabilities;
- The chance to take risks in a safe, secure and structured way.

6. The Gifted and Talented Co-ordinator

A Gifted and Talented Co-ordinator will have direct responsibility for this policy. The Co-ordinator will liaise with the SENCO, have close links with a member of the SMB team, and will have a nominated contact in each Faculty area i.e. Faculty Liaison Representative.

The Co-ordinator will:

- a) lead the development, implementation, monitoring and evaluation of the school's policy for identifying its cohort of gifted and talented pupils and the teaching and learning programme for them;
- b) work with co-ordinators from other network schools, to develop, implement, monitor and evaluate the complementary study support programme for these pupils;
- c) lead the preparation/updating and implementation of an effective whole school policy on support for able pupils, linking it with policies on assessment, examination entry, homework, home-school agreements, parental involvement etc;

- d) identify and undertake related staff development activity with support from other network schools where appropriate;
- e) work with co-ordinators from the other schools, to develop and implement a support programme for the schools within the cluster and to extend the network based on the cluster;
- f) contribute to partnership-wide, cross-partnership and national activities;
- g) act as the 'champion' of able pupils by creating and sustaining positive attitudes towards them, establishing a shared understanding of their academic, social and emotional needs and ensuring that all able pupils receive the right blend of challenge and support.

7. Monitoring and Evaluation

- This policy will be monitored and evaluated by the Gifted and Talented Co-ordinator together with the link member of the SMB team, and the Faculty Link.
- The progress of identified pupils will be subject to regular monitoring and review.
- An annual review will take place of the identified pupils and where appropriate changes to the cohort will be made.

Policy reviewed and rewritten by R C Evans, November 2002

Original More Able Policy issued by V L Matthews, September 1997